



Opening our hearts and minds to dream the impossible and achieve beyond our wildest imagination.



Personal Development Curriculum 2025-2026

St Joseph's Curriculum Implementation

Character Curriculum

Our personal development curriculum, which encompasses PSHEE, RSE and Citizenship gives our students the knowledge, skills and attributes they need to keep themselves healthy, safe and prepare them for life and work in modern Britain. Alongside developing the personal skills and qualities that they need to manage their lives now and in the future.

The Personal Development Curriculum embraces the challenges of creating happy and successful young adults. Students will acquire the knowledge and skills to enable them to make informed decisions about their own and others wellbeing, health and relationships and to build their self-efficacy. Students will develop the capacity to make sound decisions when facing risks, challenges and complex contexts. This curriculum can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Through the RE and Science curriculum and a series of Curriculum Enrichment days, the Personal Development Curriculum is structured to ensure all students are provided with high quality, evidence-based and age appropriate teaching of this subject which will prepare students for the opportunities, responsibilities and experiences of adult life. It also promotes the spiritual, moral, social and cultural, mental and physical development of students, at school and in society. Our Personal Development Curriculum will help students to interact properly with their teachers and fellow students, turning their classroom into a better learning environment.

Relationship and Sex Education (RSE)

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Therefore updated statutory guidance was issued for implementation by 2021

SMSC and Fundamental British Values

Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. Fundamental British Values are promoted in school to ensure young people leave school prepared for life in modern Britain. This ensures that children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

Citizenship/PSHEE

Citizenship education involves developing the knowledge, skills and confidence to enable people to make their own decisions and to take responsibility for their own lives and communities. Personal, social, health and economic education (PSHEE) is an important and necessary part of all students' education.

Curriculum Development: Intent and Implementation

Our personal development curriculum, which encompasses PSHEE, RSE and Citizenship gives our students the knowledge, skills and attributes they need to keep themselves healthy, safe and prepare them for life and work in modern Britain. Alongside developing the personal skills and qualities that they need to manage their lives now and in the future. St Joseph’s has a Character Curriculum which is designed to compliment the academic curriculum for our students. It encompasses the elements of the curriculum that aim to develop our students’ personal skills and qualities. Our Like4Life strategy is the mechanism by which our Character curriculum is made explicit.



Following stakeholder consultation our Character Curriculum in 2025-2026 is focused around six key element areas that will underpin Link4Life during this year.

Confidence	Curiosity	Commitment	Compassion	Consideration	Collaboration

These six areas are in the students’ Knowledge Organisers for 2025-2026 so that students can record their experiences and personal development within the Character Curriculum. This will enable our students to be able to build a Character CV using Unifrog. A break down of each Character quality is described in the table below.

Confidence	Curiosity	Commitment	Compassion	Consideration	Collaboration
- Aspirational - Self-esteem - Individuality - Communication - Self-regulation	- Enquiry in lessons - Engagement - Love of learning	- Resilience - Work hard - Homework - Motivated - Attendance - Determination	- Empathy - Understanding - Respectful - Behaviour to others - Charity work - Kindness	- Punctuality - Organisation - Engagement - Celebrating differences - Using manners	- Community - Friendship - Extra-curricular and enrichment - Participation - Leadership - Uniform
Genesis 1:27 "God created man in his own image"	Philippians 14:9 "Whatever you have learned or received or heard from me, or seen in me—put it into practice"	Proverbs 16:3 "Commit to the LORD whatever you do, and he will establish your plans"	John 13:34 "Love one another: just as I have loved you"	Galatians 5:13 "Serve one another humbly in love"	Corinthians 12:12 "We are one body in Christ, together"

St Joseph's Curriculum Implementation

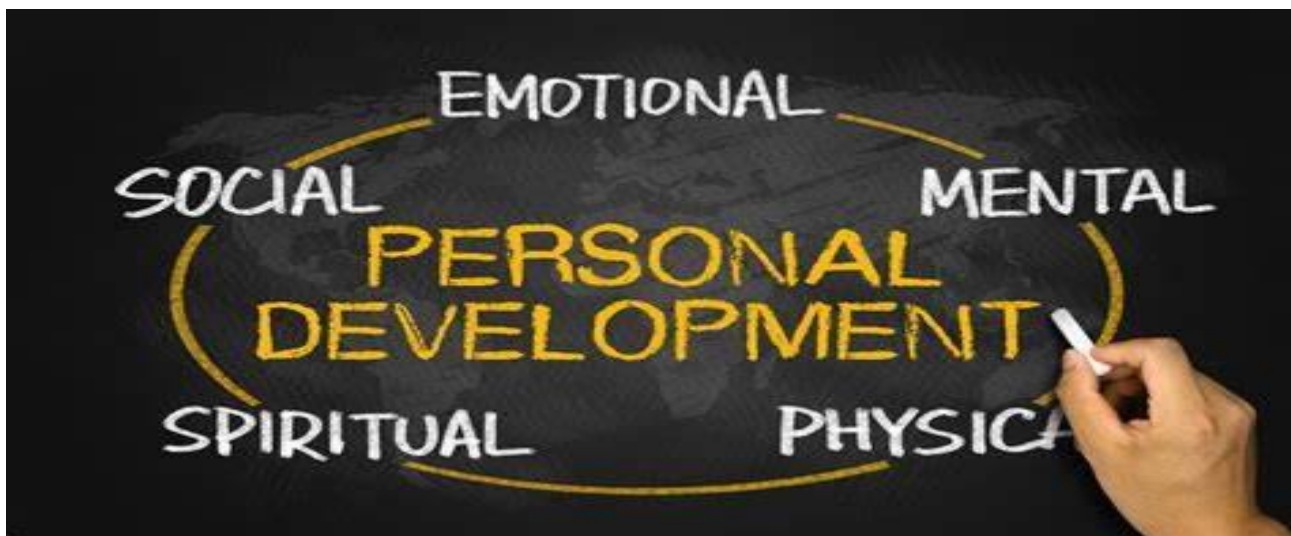
Curriculum Enrichment Days

Young people are subject to many pressures and influences today relating to moral and social issues often presented to them in magazines and newspapers, through social media, the internet and of course television.

Schools have a responsibility to prepare our young people for the challenges of growing up with a real understanding of the rights and responsibilities that accompany individual freedom and choice.

We are bound by the government's requirement to teach Citizenship, Personal, Social, Health and Economic Education (PSHEE). As a Catholic school, we always endeavour to set these moral and social issues in the context of the teachings of Jesus Christ and the vision of the Catholic Church. As a school, we have approach these topics on a series of Curriculum Enrichment Days, on which every student will be off timetable and taking part in a carousel of activities. These Curriculum Enrichment days are designed to enhance and enrich our student curriculum and provide opportunities for students to build key skills such as leadership, communication and teamwork as well as contribute to developing students' character through the RSE, Citizenship and PSHEE curriculum. CEIAG is also central to the activities that are taught on these days.

The themes, the schemes of work, and the teaching and learning materials have been developed in line with our PSHEE and Relationships and Sex Education policies. Staff work together to deliver moral and social messages in the context that we are all made in the 'image and likeness of God', and that we are all unique and precious in God's eyes.



Benefits for Students

Students feedback from Curriculum Enrichment Days is always positive and demonstrates the importance and impact that these days have on the students' wellbeing and personal development. Students appreciate the opportunity to discuss and explore a range of topics beyond a typical curriculum day in school.

St Joseph's Curriculum Implementation

Relationships and Sex Education

At St Joseph's RC High School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". It is about the development of the student's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from and support will be provided to help students deal with different sets of values. Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. We will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

St Joseph's Curriculum Implementation

Relationships and Sex Education

At St Joseph's RC High School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

The DFE guidance defines RSE as "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health". It is about the development of the student's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: "attitudes and values, personal and social skills, and knowledge and understanding".

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all students have a fundamental right to have their life respected whatever household they come from and support will be provided to help students deal with different sets of values. Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that students are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

students will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE. We will ensure that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

St Joseph’s Curriculum Implementation

Relationships and Sex Education

General Area	students should know...
Families	that there are different types of committed, stable relationships.
	how these relationships might contribute to human happiness and their importance for bringing up children
	what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony
	why marriage is an important relationship choice for many couples and why it must be freely entered into.
	the characteristics and legal status of other types of long-term relationships.
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
	how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others’ relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
	practical steps they can take in a range of different contexts to improve or support respectful relationships.
	how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs.
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.
	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

St Joseph’s Curriculum Implementation

Relationships and Sex Education

General Area	students should know...
Online and Media	their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
	about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
	what to do and where to get support to report material or manage issues online
	the impact of viewing harmful content.
	that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
	that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
	how information and data is generated, collected, shared and used online.
Being Safe	the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
	how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

St Joseph’s Curriculum Implementation

Relationships and Sex Education

General Area	students should know...
Intimate and sexual relationships, including sexual health	how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
	that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
	that they have a choice to delay sex or to enjoy intimacy without sex.
	the facts about the full range of contraceptive choices, efficacy and options available.
	the facts around pregnancy including miscarriage.
	that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
	about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
	how the use of alcohol and drugs can lead to risky sexual behaviour.
	how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

St Joseph’s Curriculum Implementation

RSE: Physical and Mental Wellbeing

General Area	students should know...
Mental Wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
	that happiness is linked to being connected to others.
	how to recognise the early signs of mental wellbeing concerns.
	common types of mental ill health (e.g. anxiety and depression)
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical Health and Fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
	about the science relating to blood, organ and stem cell donation.

St Joseph’s Curriculum Implementation

RSE: Physical and Mental Wellbeing

General Area	students should know...
Mental Wellbeing	how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
	that happiness is linked to being connected to others.
	how to recognise the early signs of mental wellbeing concerns.
	common types of mental ill health (e.g. anxiety and depression)
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet Safety and Harms	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical Health and Fitness	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
	about the science relating to blood, organ and stem cell donation.
Healthy eating	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

St Joseph’s Curriculum Implementation

RSE: Physical and Mental Wellbeing

General Area	students should know...
Drugs, alcohol and tobacco	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
	the law relating to the supply and possession of illegal substances.
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
	the physical and psychological consequences of addiction, including alcohol dependency.
	awareness of the dangers of drugs which are prescribed but still present serious health risks.
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and Prevention	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
	(late secondary) the benefits of regular self-examination and screening.
	the facts and science relating to immunisation and vaccination.
	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
Basic First Aid	basic treatment for common injuries.
	life-saving skills, including how to administer CPR
	the purpose of defibrillators and when one might be needed.
Changing Adolescent bodies	key facts about puberty, the changing adolescent body and menstrual wellbeing.
	the main changes which take place in males and females, and the implications for emotional and physical health.

St Joseph's Curriculum Implementation

Citizenship

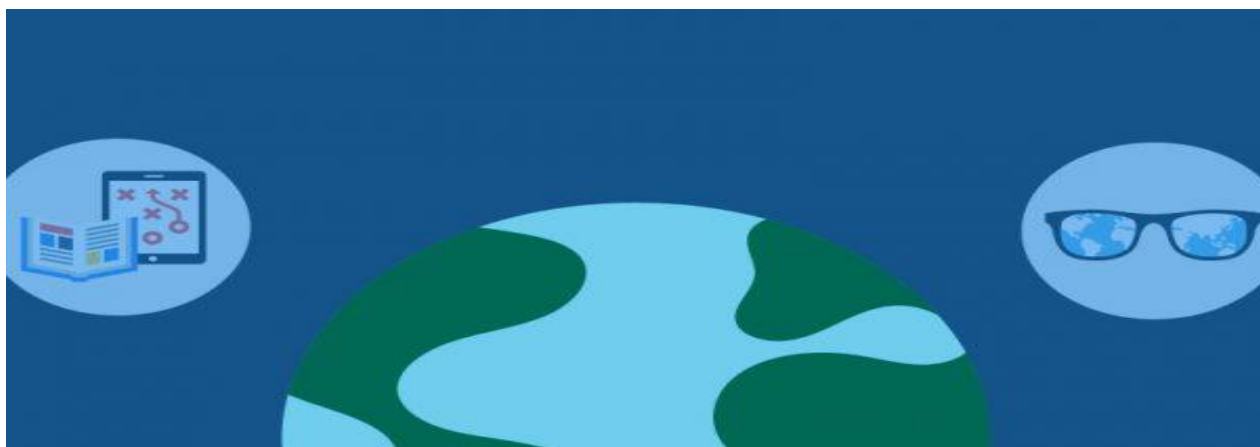
At St Joseph's RC High School, our students develop knowledge and skill for young people to be the game changers in the world bringing about a positive change and a new world with greater capabilities for social change and development. Through the taught curriculum and extracurricular experiences we expose young people to experiences that invest in the social and cultural capital aspect of the mindsets of young people and allow opportunities to see beyond their current everyday experiences irrespective of financial situation or special needs. Our curriculum aims to create students who will contribute positively to society, the Church and later to the world of work. Our curriculum intends that students should 'aspire to be more' and that most should aim to progress onto university.

The DFE guidance states that "A high-quality citizenship education helps to provide students with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster students' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare students to take their place in society as responsible citizens, manage their money well and make sound financial decisions".

The national curriculum for citizenship aims to ensure that all students:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



St Joseph’s Curriculum Implementation

Citizenship

General Area	students should know...
KS3	the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
	the operation of Parliament, including voting and elections, and the role of political parties
	the precious liberties enjoyed by the citizens of the United Kingdom
	the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
	the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school activities
KS4	the functions and uses of money, the importance and practice of budgeting, and managing risk
	parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature, judiciary and a free press
	the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
	other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
	local, regional and international governance and the United Kingdom’s relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
	human rights and international law
	the legal system in the UK, different sources of law and how the law helps society deal with complex problems
	diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
	the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity
	income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

St Joseph's Curriculum Implementation

Personal, Social, Health and Economic Education

At St. Joseph's we believe that our students have a right to the highest quality personal, social and health education (PSHE), in order to help them begin to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives and to participate as informed active and responsible citizens.

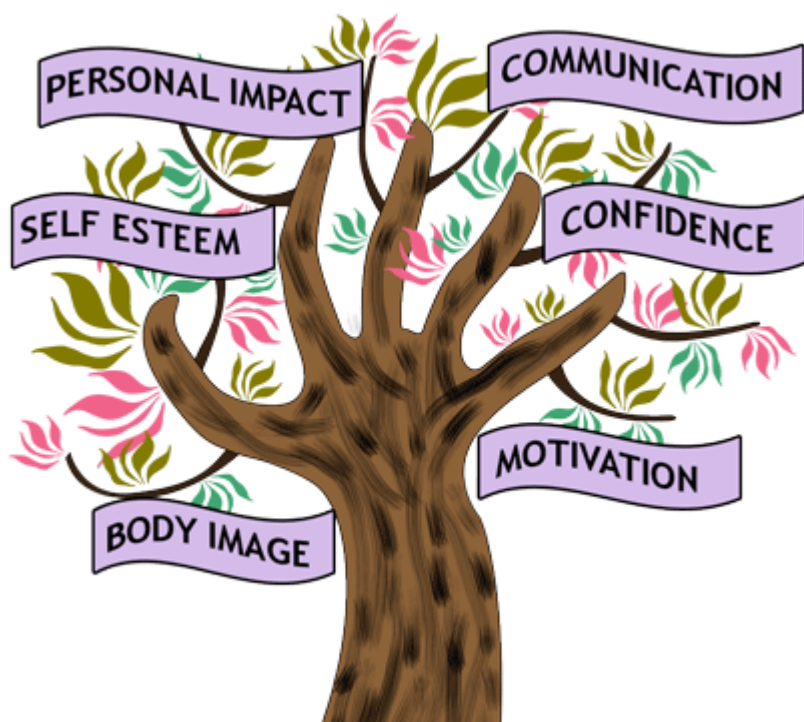
PSHE is a non-statutory subject. PSHE at St Joseph's is a fluid curriculum, designed to meet the current and emerging needs of our school context. This is informed by SLT analysis of CPOMS, consultation with the Pastoral Team regarding current contexts and themes and being aware of issues relevant to the young people in our school community.

The 'core themes' from the PSHE Association's Programme of Study underpin the curriculum which is delivered through high quality and flexible workshop style sessions on three Curriculum Enrichment Days each academic year. The exact content of, and order in which these are delivered is flexible from year to year so that the content and style of sessions can be tailored to meet students' needs.

Sessions on Curriculum Enrichment Days are primarily delivered by teaching staff but some will also be led by external speakers. Other themes from the PSHE Programme of Study may also form part of the RSE and Citizenship Curriculum which are separately mapped. Some elements will also be covered in other areas of school life, for example in Assemblies, and by Subject Departments, for example, contraception and attitudes to homosexuality both form part of the GCSE RE Curriculum.

The objectives of PSHE are as followed:

- To encourage the development of personal skills: Communication, Negotiation, Decision making, Problem solving, and Assertiveness in line with Enterprise Education and Work-related Learning.
- To develop students' own confidence and self-esteem.
- To recognise, respect and accept the differences of others as well as accepting their own.
- To regularly monitor and review the PSHE programme to meet the needs of all our students.



St Joseph’s Curriculum Implementation

PSHEE

General Area	Core Themes
KS3	<u>Health and Wellbeing</u> Hygiene and Puberty Road Safety Sun Safety Water Safety Mental Health, including Stress and Depression Smoking and Vaping First Aid
	<u>Relationships</u> Friendships Racism Homophobia
	<u>Living in the Wider World</u> Online Safety Finance Presentation Skills Knife Crime My Rights
KS4	<u>Health and Wellbeing</u> Smoking and Vaping Sexual Health/STIs Mental Health, including Social Anxiety and Mood First Aid Drugs and the Law Health and Safety at Work
	<u>Relationships</u> Consent Pregnancy Gambling Domestic Abuse and Healthy Relationships
	<u>Living in the Wider World</u> Budgeting Employment Law Online Safety Student Loans

St Joseph's Curriculum Implementation

SMSC in the Curriculum

Spiritual



Moral



Social



Cultural



SMSC stands for Spiritual, Moral, Social and Cultural development, which encompasses personal development across the curriculum. SMSC requires schools to think about the kind of people we aspire to be, the kind of world we aspire to create, and the kind of education we aspire to provide. SMSC underpins our curriculum intent to develop well-rounded young people who are ready to positively contribute to society following their time at St Joseph's. "...our curriculum is characterised by Academic Excellence and aims to allow our students to achieve their full potential and prepare them for the world of work and life beyond school."

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.



Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain School
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

St Joseph’s Curriculum Implementation

SMSC and FBV in the Curriculum

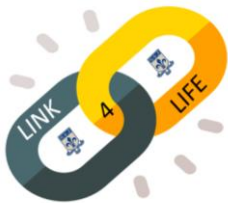
Gospel Values

- Service
- Truth & Justice
- Forgiveness & Mercy
- Purity & Holiness
- Faithfulness
- Tolerance & Peace
- Sacrifice
- Humility & Gentleness
- Dignity & Compassion
- Integrity

SMSC, FBV and Gospel Values are embedded in our curriculum and form an integral part of our Personal Development Curriculum.

An example of the mapping of these areas across our 5 year spiral curriculum is included on the next page.

The “Link for Life” is used in lessons to highlight the areas of the Personal Development curriculum to students.



- Spiritual (Sp)** – what we **believe** about purpose and meaning of life
- Moral (M)** – principles that guide our **choices** based on our beliefs
- Social (So)** – how we **relate to self and others** influenced by our beliefs
- Cultural (C)** – ways in which we **do things** based on our beliefs

Fundamental British Values (FBV)		Gospel Value
Democracy (D)	Making decisions together. The right to an opinion/voice.	Service & Sacrifice. Humility & Gentleness.
Rule of Law (R)	Understanding rules & their importance Following rules to develop order	Truth & Justice. Forgiveness & Mercy.
Individual Liberty (L)	Freedom of speech for all. The right to make our own choices.	Faithfulness & Integrity. Purity & Holiness.
Mutual respect (MR)	Treating others as you would want to be treated. Respect for each other. Working together.	Dignity & Compassion.
Tolerance (T)	Learning about different faiths & cultures. Listen to other viewpoints. Learning about diversity.	Tolerance & Peace

Curriculum Development: Intent and Implementation

SMSC and FBV in the Curriculum: Example of Mapping

Art: Y7 and Y8

Topic	Suggested questions	SMSC	FBV
Imagination and creativity	Why is Art important when expressing our thoughts and feelings?	Sp	L
Form Patron Art project	Why was your school form patron an inspiration to others?	M	L
Dairy Farming	Where do dairy foods come from? What nutritional value do dairy products provide?	M	L
Healthy eating	Why is it important to follow the Eatwell guide recommendations? How much of each food group should we eat? What nutrition does each section of the Eatwell guide provide?	M	L
Health and Safety, COSHH	Why do we have to store hazardous items in the way we do? How can ensure everyone stays safe in the workshop/classroom/art room/food room.	M	L
Packaging	What sort of packaging could companies use that is better for the environment?	So	L
Artist Research	What inspires Artists when they create their work and how are you inspired by them?	So	MR
Respect towards global communities	How might 'fast-fashion' be a global environmental injustice?	C	MR
Cultural influences for choices of practical/outcomes	Could your design cause offence to anyone? Why might it? What could you do to change this?	C	T

Topic	Suggested questions	SMSC	FBV
Renewing and evaluating ideas	How has your work improved during the project? What skills and techniques have you learnt and developed?	Sp	R
Effect of high fat/sugar diets	Name 4 diet related illnesses and describe each one. Explain why a diet high in fat and sugar is bad for our health.	M	L
Design brief problems and practical solutions	Why do we work towards the criteria in a Design Brief?	M	L
Advertisement/packaging for specific target markets	Why is it important to consider the imagery we use in our work?	So	T
Architecture	What is iconic about each of the different forms of Architecture?	C	T
Cultural influences for choices of practical/outcomes	What is the cultural influence of the dish cooked?	C	T

St Joseph's Curriculum Implementation

Progress in and Impact of Personal Development Curriculum

The progress made by students and impact of the personal development curriculum is measured in a number of ways:

- The range, quality and take-up of extra-curricular activities offered by school.
A record is kept of the enrichment opportunities that are offered through both trips and visit and the Extended School Day programme. The engagement and uptake from students including SEND and PP students is regularly reviewed and actions implemented as necessary.
- How curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to students' personal development
Student voice is used following each Curriculum Enrichment Day to review student perception of their progress and the impact of the topics covered within each day. Behaviour data is collated and analysed regarding incidents related to topics within the Personal Development Curriculum so that themes and topics can be implemented and addressed through the curriculum as highlighted in the analysis.
- How well leaders promote British values and Gospel values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
Gospel values underpin the whole school curriculum and this has been highlighted as a priority for our whole school curriculum from staff and parents/carers. These form a consistent part of collective worship and wider curriculum areas. Student voice is gathered regarding their feedback on the impact of these areas in their curriculum.
- How well leaders develop students' character through the education that they provide and students' understanding of the personal development curriculum and how equality and diversity are promoted.
The range and qualities of opportunities that are offered are regularly reviewed for their impact on student development through engagement reviews, student voice, behaviour data analysis of the school behaviour system.
- The quality of careers information, education, advice and guidance, and how well it benefits students in choosing and deciding on their next steps
The impact of CEIAG is regularly reviewed through the Pathways process and student voice, the NEET data each academic year, the student success rate of work experience, work shadowing and extended work placements.